

Protocol for Resolving Scoring Discrepancies

Rhode Island Skills Commission

Explanation and Considerations for Use

The Rhode Island Skills Commission and its network schools developed this document. It is used to facilitate discussion and understanding of the quality of work expected for a student to meet or exceed standard on a common standards-based task. The task coordinator may use it to resolve score discrepancies. It represents one approach; you may choose to adopt it or may prefer to explore other approaches to assessing common tasks.

This tool was created and/or compiled by The Rhode Island Department of Education and The Education Alliance at Brown University, with the generous support of the Bill & Melinda Gates Foundation.

<http://www.ride.ri.gov/highschoolreform/dslat/>
October, 2005



Protocol for Discussing Scoring Discrepancies

Introduction: This protocol assumes that two or more scorers have independently scored a piece of student work and have given the work scores that are more than one level apart or more.

Step 1. The scorer that has given the work the *highest score* begins by answering the question:

What skills and knowledge did I see displayed in this work? (This requires describing the evidence in the work that illustrates these skills.)

The second scorer responds by:

1. Agreeing that those skills and knowledge are displayed in the work, or
2. Disagreeing and identifying specifically where the disagreement lies (i. e., identifying where the evidence does not support the conclusion that the skills or knowledge is present).

If the second scorer agrees, then the two scorers look to the rubric to see what level it ascribes the skills and knowledge both scorers agree is displayed in the work. If the rubric does this in a way that makes it possible for the scorers to agree on the appropriate score for the performance, the protocol ends.

If the rubric does not lead to agreement, the scorer who gave the *lowest score* answers the question:

What point(s) (or section) in this rubric is the most important point to use to assign a score to this performance?

If the second scorer agrees, then the rubric can be used to assign a score and the protocol ends.

If the second scorer disagrees, the reasons for the disagreement are explained. These reasons should include an explanation of the points in the rubric that the second scorer considers most important to use to assign a score.

Once this is done, the first scorer decides whether to agree with the way the second scorer is using the rubric. If agreement is reached, the protocol ends. If not, the disagreement is recorded (on newsprint if possible) and the task is passed on to the Table Leader. The Table Leader assigns the third score & addresses the issue(s) raised by the disagreement at the next break.